



LIFE CHANGING EDUCATION

# Safeguarding and Child Protection Policy

PUBLICATION DATE

**September 2026**

REVIEW DATE

**August 2027**

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## 1 Introduction

Life Changing Education Ltd (LCE) is committed to safeguarding and promoting the welfare of all children, young people, and vulnerable adults who engage with our services. We recognise our moral and statutory responsibility to ensure robust, proactive safeguarding arrangements that protect individuals from harm, abuse, neglect, exploitation, and radicalisation. In line with our values of responsibility, respect and integrity, we provide a safe and supportive environment where learners can thrive and staff are confident in their roles and responsibilities. We fully embrace the underlying principle of all safeguarding practice, committing to safeguarding and child protection being the responsibility of everyone in the organisation.

In line with our duties set out in the Children Act (1989, 2004) and Working Together to Safeguard Children (2026), this policy sets out the principles, expectations, and organisational procedures that underpin safeguarding practice across LCE. It provides a framework for identifying concerns, taking timely and appropriate action, working effectively with partner agencies, and ensuring that safeguarding is embedded within our culture as well as our operational systems and practices.

We expect all staff, contractors, volunteers, and partners to understand and comply with this policy, complete required safeguarding training, and act immediately on any concern relating to the safety or welfare of a child or vulnerable adult. Safeguarding is everyone's responsibility, and effective practice relies on professional curiosity, timely information sharing, and a culture where concerns are raised without delay. At LCE, 'it could happen here' is considered a working assumption and not a slogan.

This policy should be read alongside LCE's procedures for safer recruitment, whistleblowing, online safety, data protection, staff conduct, and allegations management. It applies to all aspects of our work and all individuals who interact with Life Changing Education Ltd.

## 2 Scope

This policy applies to all staff, contractors, visitors and volunteers working for or on behalf of LCE as well as any external agency or partner delivering services to our students, including alternative provision providers, commissioned tutors, therapists and curriculum partners. It covers safeguarding and child protection responsibilities across all LCE settings, including school sites, outreach locations, alternative provision venues, off-site activities, transport arrangements and all online or remote learning environments. The policy applies to every interaction with children, whether face-to-face, by telephone or through digital communication platforms. Everyone associated with LCE has a duty to safeguard and promote the welfare of children, recognising that concerns may arise both inside and outside LCE settings. All individuals must act in the best interests of the child at all times, demonstrate professional curiosity and follow LCE's safeguarding procedures without delay. Visitors and contractors, whether supervised or unsupervised, are expected to report any safeguarding concern immediately to an LCE member of staff. This policy should be read alongside all related LCE safeguarding policies and statutory guidance, including Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children (2023) and the Prevent Duty.

### 3 Aims and principles

LCE is committed to safeguarding and promoting the welfare of all children and young people, recognising that many of those we work with may have experienced abuse, neglect or trauma, and that our provision offers a relational, stable, secure and protective environment within their lives.

Our safeguarding and child protection practice is built on strong partnership working with schools, families and key professionals, ensuring that concerns are identified early, responded to effectively and managed in a way that keeps children safe. We will ensure that safer recruitment processes are applied rigorously so that only suitable adults work with our pupils, that all staff are equipped with the knowledge, confidence and professional curiosity needed to recognise and respond to child protection concerns and that clear, consistent procedures are in place for identifying, reporting and managing actual or suspected abuse. LCE is committed to supporting pupils with care, sensitivity and efficiency, providing safe relationships, predictable boundaries and access to appropriate help. Above all, our aim is to create a safe, nurturing and welcoming environment in which young people feel valued, listened to and able to learn and develop.

### 4 Roles and responsibilities

Safeguarding is the responsibility of everyone at LCE. All staff adopt the principle that 'it can happen here' and recognise that safeguarding and child protection take precedence over every other aspect of their role. Protecting children is understood to be the most important function of the provision, and all adults working for or on behalf of LCE are expected to act immediately on any concern, follow established procedures, and place the welfare of the child at the centre of their decision-making. Staff receive regular safeguarding and child protection training, including in-house updates, local authority training, and certificated online professional development. This ensures that all staff remain knowledgeable, vigilant, professionally curious, and confident in recognising, responding to, and reporting concerns. While safeguarding is a collective responsibility, specific roles are outlined in the policy.

#### All staff are required to:

- Read Part One of KCSIE 2026 and the renewed version of this annually.
- Adhere to a comprehensive code of conduct.
- Understand and follow the **mandatory reporting** duty for Female Genital Mutilation (FGM). Teachers have a statutory duty to report to the Police where, in the course of their professional duties, they either discover that an act of FGM appears to have been carried out on a girl under the age of 18 or a girl under 18 discloses that she has been subjected to FGM. This duty is mandatory and should be carried out in accordance with statutory guidance, while also informing the Designated Safeguarding Lead.
- Understand the **statutory mandatory** reporting duty for child sexual abuse under the Crime and Policing Act 2026. Where staff who undertake regulated activity with children are made aware by a child that they have been sexually abused, or they witness a child being sexually abused, they must comply with the statutory reporting duty without delay. Staff must immediately inform the Designated Safeguarding Lead, who will ensure that appropriate referrals are made to Children's Social Care and/

or the Police in line with statutory guidance. This duty sits alongside, and does not replace, existing safeguarding responsibilities.

- Promote and raise awareness about the importance of online safety.
- Contribute to creating a culture for pupils who are lesbian, gay, bisexual, or gender questioning to speak out and share their concerns.
- Contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns.

## 5 Important safeguarding contacts

### In-house contacts

| Mark Giles – Director of Safeguarding and Consultancy |                   |                      |
|-------------------------------------------------------|-------------------|----------------------|
| Alternative provision                                 | Tuition           | Academy              |
| Steph Liptrot (DSL)                                   | Ian Dickson (DSL) | Raheemot Kaffo (DSL) |
| Cole Drews (DSL)                                      |                   | Lindsey Drews (DDSL) |
| Lee Ashworth (DSL)                                    |                   | David Jeal (DDSL)    |
| Joe Boylan (DSL)                                      |                   |                      |

A Director of Safeguarding provides the strategic leadership of all aspects of safeguarding. As well as being trained as a DSL, the strategic leader has also undertaken advanced safeguarding training. All our DSLs and DDSLs are trained to the same level 3 standard. Each part of the LCE estate has a lead DSL, with additional capacity provided by others who have received the appropriate training. As an example, Steph Liptrot is the lead DSL for our alternative provision, but is supported by a separate DSL at each of the regions that we operate in. Channels of communication are in place, with procedures for out of hours contact in the event of an urgent situation. Training, time and supervision is provided for all DSLs/DDSLs.

Whilst LCE will always take full responsibility for safeguarding the children in its care, it is recognised that, in line with KCSIE 2026, safeguarding for students placed in alternative provision remains the statutory responsibility of the home school. LCE will ensure that all relevant safeguarding information is shared with home schools in a timely, secure and appropriate manner, and that clear processes exist for receiving safeguarding information from home schools and external providers. LCE will also ensure that the conditions and systems are in place for home schools to monitor the progress, welfare and continued suitability of the provision for their students on at least a half-termly basis. The responsibility for completing these checks and fulfilling statutory oversight requirements remains with the home school.

## Local Authority

### Rochdale

- Early Help & Safeguarding Hub: 0300 303 0440 (8:00am – 4:45pm)
- Out of Hours Service: 0300 303 8875

### Oldham

- MASH (Multi-Agency Safeguarding Hub): 0161 770 7777 (8:40am – 5:00pm)
- Emergency Duty Team: 0161 770 6936
- Stacey Brackenridge, Safeguarding Adviser 0161 770 8868 or 07753 715566 (Stacey.brackenridge@oldham.gov.uk)

### Tameside

- MASH (Multi-Agency Safeguarding Hub): 0161 342 4101
- Emergency Duty Team (Out of Hours): 0161 342 2222

### Lancashire (County Council)

- Children's Social Care: 0300 123 6720 (Daytime)
- Out of Hours / Emergency Duty Team: 0300 123 6722
- Email (Children's Services): cypreferrals@lancashire.gov.uk

### Manchester

- Children's Services Contact Centre: 0161 234 5001
- Email: mcsreply@manchester.gov.uk

### Salford

- Safeguarding Team: 0161 603 4500 (8:30am – 4:30pm)
- Emergency Duty Team: 0161 794 8888

### Bury

- Children's Services: 0161 253 5678 (8:45am – 5:00pm)
- Emergency Duty Team: 0161 253 6606
- Email: childwellbeing@bury.gov.uk

| Oldham LADO                                                                                                                    | Rochdale LADO                         | Tameside LADO                                                                 | Lancashire LADO              |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------|------------------------------|
| 0161 770 8870<br>0161 770 0008<br>07583 101863<br>07974 619094<br>colette.morris@oldham.gov.uk<br>wendy.nicholls@oldham.gov.uk | 0300 303 0440<br>lado@rochdale.gov.uk | 0161 342 4398<br>ladoreferrals@tameside.gov.uk<br>tania.brown@tameside.gov.uk | lado.admin@lancashire.gov.uk |

## Other useful contacts

- NSPCC Helpline 0808 800 5000 or [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)
- Police emergency 999
- Police non-emergency 101

## 6

## Confidentiality and sharing information

Trusted relationships are at the heart of working with children and their families. We strive to uphold good practice and work in partnership with children, schools and families, communicating effectively and listening well so that we have sufficient information to understand and be able to meet their needs. An open culture is imperative when deciding whether to share information and it is important to get the lawful basis right. The legal framework can appear complex, and a lack of clarity can lead practitioners to assume, incorrectly, that no information can be shared because consent has not been provided. We understand the lawful basis in which our DSLs can share information with other people, agencies and organisations about the children, schools and families we are supporting.

If we have a concern about a child's safety and have decided to share information to protect them from a risk of harm, we will endeavour to gain cooperation and understanding from parents and carers. We will strive where possible to always gain consent from parents/carers when we believe our concerns have increased and warrant the sharing of information to statutory services such as Police and Children's Social Care, we will have made efforts to discuss, explore and provide support to address these with families in a collaborative way beforehand; concerns should not be a surprise to families unless in situations where a one off or unprecedented incident occurs.

However, for a small number of children, seeking parental consent is not always possible and may place a child or others at risk of harm, for example:

- the child would be placed at increased risk of significant harm through the action of gaining this consent
- there would be an impact on a criminal investigation
- a delay in making the referral would impact on the immediate safety of the child.

In situations where our professional or legal duty is exercised to share certain information in the absence of consent, we will inform them as soon as possible if it is safe and appropriate to do so. We will be clear about what we have shared, with whom, the reasons why and how the information will be used.

In situations where there are allegations of child-on-child abuse, we will notify the parents or carers of all the children involved. If a child or group of children have suffered significant harm or are considered at risk of harm either directly or online, we will have a duty to consider making a referral to Children's Social Care and the Police if a crime has been committed.

In addition to sharing information, our DSLs will endeavour to arrange a meeting with the parents and carers of all children to share information about the incident, plan safety strategies and/or risk management plans. Our DSLs will endeavour to keep families up to date and provide reassurance on any measures being taken, whilst respecting the privacy of each individual child involved.

The Data Protection Act (DPA) 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. We recognise that timely information sharing is essential for effective safeguarding. Whilst we promote collaboration and partnership with our families, fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children when required.

Given that children who attend our alternative provision have a home school, we will work closely with school-based professionals where information sharing is required. Where there are any differences of opinion about what information needs sharing and with whom, our staff will always act in the best interests of our children and young people.

## 7

## Legislation and statutory framework

Keeping Children Safe in Education which sets out the legal duties that all schools and colleges in England must follow to safeguard and promote the welfare of children under the age of 18.

Section 157 and 175 of the Education Act 2002, places a duty on schools and Local Authorities to safeguard and promote the welfare of pupils. All staff have been appraised on the changes in KCSIE 2026 and read Part 1 in full.

The School Staffing (England) Regulations 2009, which sets out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.

Although we are an alternative provision, we find it useful to make reference to the document Maintained schools governance guide - 7. Compliance - Guidance - GOV.UK ([www.gov.uk](http://www.gov.uk)) (2024) provides guidance for governing bodies on how to meet their legal and regulatory responsibilities with regards to compliance. It covers various aspects of compliance, including education, funding and finances, health and safety, inspections, political impartiality, protecting and sharing information, safeguarding and pupil welfare, pupil behaviour, school admissions, school attendance, schools causing concern, school complaints, length of school day and year, opening, closing or making organisation changes to a school, managing school premises, control and community use of school premises, school uniform, staffing and performance management, and whistleblowing.

Whilst this policy applies to our alternative provision facilities, our independent SEMH school makes reference to Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Working Together to Safeguard Children statutory guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England

Serious Crime Act 2015, Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Prevent duty guidance: England and Wales (2023) - GOV.UK ([www.gov.uk](http://www.gov.uk)). All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism" The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR) The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination Working collaboratively as professionals is a key part of providing services to children and families. When professional disputes happen that cannot be resolved in a timely manner the OSCP Resolution and Escalation Protocol should be followed.

DfE Information Sharing Advice For Practitioners 2024 produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information," which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

Children's Wellbeing and Schools Act 2026 strengthens the safeguarding framework for children by placing greater emphasis on early intervention, multi-agency working and ensuring that no child is "invisible" to services. Key measures include strengthening information sharing between safeguarding partners, introducing a statutory register for children not in school, reinforcing schools' role within multi-

agency child protection arrangements, and improving oversight of children's welfare and attendance. The Act also introduces wider reforms relating to school standards, attendance and child wellbeing

Crime and Policing Act 2026 introduces a range of measures to strengthen public protection, tackle serious violence, child sexual abuse, exploitation and anti-social behaviour, and improve the effectiveness of policing. The Act includes new provisions relating to child sexual abuse, including mandatory reporting duties in certain circumstances, stronger action against those who conceal abuse, and enhanced powers to protect victims and prevent offending.

## 8

## Definitions

The following terms are referred to throughout the policy with definitions provided below for clarity and consistency.

**Safeguarding** refers to the actions taken to promote the welfare of children and protect them from harm. It includes creating safe environments, preventing impairment of health or development, ensuring children grow up with safe and effective care, and taking action to enable all children to have the best outcomes. Under KCSIE 2026, safeguarding also includes preventing risks such as online harms, serious violence, misogyny, incel ideology, financial exploitation, and emerging forms of abuse.

**Child protection** is a specific part of safeguarding focused on protecting children who are suffering, or are likely to suffer maltreatment. It involves responding concerns, making referrals to children's social care, working with multi-agency partners, and taking immediate action to keep children safe. Child protection procedures are triggered when abuse or neglect is suspected, disclosed, or identified.

### Types of abuse:

**Physical abuse:** Causing physical harm to a child, including hitting, shaking, poisoning, burning, or otherwise physically harming them.

**Emotional abuse:** Persistent emotional maltreatment that impacts a child's emotional development, including humiliation, intimidation, coercive control, and exposure to domestic abuse.

**Neglect:** Persistent failure to meet a child's basic physical or psychological needs, resulting in impairment of health or development.

**Sexual abuse:** Forcing or enticing a child to take part in sexual activities, including non-contact activities, online sexual abuse, grooming, and exploitation. It includes the taking or publication of nudes or semi-nudes, with the additional reference in KCSIE 2026 to AI-generated sexual images and deepfakes

**Child-on-child abuse** refers to any form of physical, sexual, emotional or financial abuse between children. It includes bullying, harassment, gender-based violence, harmful sexual behaviour, sexual harassment, sexual violence, coercive control, online abuse, sharing of nudes/semi-nudes, and exploitation. KCSIE 2026 requires schools to recognise that child-on-child abuse can be complex, gendered, and may occur online or offline.

**Harmful sexual behaviour (HSB)** includes sexual behaviours expressed by children that are developmentally inappropriate, abusive, coercive, or violent. It sits on a continuum from inappropriate or problematic behaviour through to sexual harassment and sexual violence. KCSIE 2026 requires staff to understand this continuum, respond proportionately, and record concerns clearly. HSB may occur in person or online, including through AI-generated sexual content.

**Early Help** refers to providing support as soon as a problem emerges, at any point in a child's life. It aims to reduce risk, prevent escalation, and improve long-term outcomes. Under Working Together 2023 and KCSIE 2026, early help is a multi-agency responsibility and includes Family Help pathways, targeted support, and interventions coordinated with schools, families, and professionals. Staff must identify children who may benefit from early help and follow local thresholds.

**Regulated activity** is work that involves close, unsupervised contact with children and is subject to enhanced DBS checks with barred list information. KCSIE 2026 clarifies that the supervision exemption has been removed, meaning volunteers and contractors may now fall within regulated activity if they have direct, frequent, or intensive contact with children. Regulated activity includes teaching, training, care, supervision, and any role that provides an opportunity for contact with children.

**A Looked After Child (LAC)** is someone who is in the care of the local authority under a care order, interim care order, emergency protection order, or who is accommodated by the local authority under Section 20 of the Children Act 1989. This includes children living with foster carers, in residential care, or placed with family members under local authority arrangements. A Previously Looked After Children (PLAC) child is someone who this has applied to at any historic times even though it might not apply now. PLAC are still considered a vulnerable group. KCSIE 2026 highlights that both LAC and PLAC may have heightened safeguarding needs, including increased risk of mental health difficulties, exploitation, missing episodes, and challenges related to identity, belonging and relationships. Schools and AP providers must work closely with Virtual School Heads, social workers, carers and families to ensure strong advocacy, consistent support and effective.

**So-Called Honour-Based Violence (HBV)** refers to violent or abusive behaviour committed to protect or defend perceived family or community honour. It may involve physical assault, threats, coercion, emotional abuse, intimidation, forced marriage, and in extreme cases, murder. The term 'so-called' is used because there is no honour in abuse, and the concept of honour is used by perpetrators as a justification for controlling or harming victims. HBV is a form of domestic abuse and must always be treated as a safeguarding concern and a criminal act. Children and young people may be targeted for behaviour perceived as bringing shame or dishonour, such as refusing a marriage, forming relationships, expressing autonomy, or adopting behaviours considered unacceptable within the family or community.

**Domestic abuse** is any incident or pattern of controlling, coercive, threatening, degrading or violent behaviour between individuals aged 16 or over who are, or have been, personally connected. It includes physical, sexual, emotional, psychological and financial abuse, as well as coercive and controlling behaviour. Children are recognised in law as victims in their own right when they witness domestic abuse or live in a home where it occurs. KCSIE 2026 emphasises the significant impact domestic abuse can have on children's wellbeing, development, behaviour, mental health and ability to learn

**Female Genital Mutilation (FGM)** involves the partial or total removal of external female genitalia or other injury to female genital organs for non-medical reasons. It is illegal in the UK and considered a severe form of abuse. Staff have a mandatory duty to report known cases of FGM in under-18s to the police. KCSIE 2026 highlights that FGM may be linked to so called honour-based abuse, coercion, and community pressure, and staff must be alert to risk indicators such as travel to countries where FGM is prevalent.

**Forced marriage** occurs when one or both people do not, or cannot, give free and full consent to the marriage, and pressure, coercion or abuse is used. This may include physical violence, threats, emotional manipulation, or financial pressure. Forced marriage is illegal in the UK and is recognised as a form of honour-based abuse. Children may be forced into marriage domestically or taken abroad. Staff must treat any concern as a safeguarding issue and follow reporting procedures immediately.

### Definitions relevant to the Prevent duty

**Terrorism** is the use or threat of action designed to influence government or intimidate the public, carried out for the purpose of advancing a political, religious, racial or ideological cause. Terrorist activity may involve violence, serious harm, damage to property, or threats to public safety. Under the Counter-Terrorism and Security Act 2015, schools have a duty to prevent people from being drawn into terrorism.

**Extremism** refers to vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces. Extremism can be expressed online or offline and may be linked to radicalisation. KCSIE 2026 emphasises that extremism can be ideological, political, religious, misogynistic, or rooted in incel ideology.

**Radicalisation** is the process by which a person comes to support terrorism or extremist ideologies. It can occur gradually or rapidly and may be facilitated through online content, peer influence, grooming, social isolation, or exposure to extremist narratives. Children may be vulnerable due to personal circumstances, identity struggles, trauma, or online activity. Staff must report concerns immediately and work

## 9 Recognising and responding to abuse, neglect and exploitation (what all staff must know and do if they have concerns)

All our staff are aware of what abuse, neglect and exploitation is and have an understanding of the different types of indicators which could suggest a child is suffering or likely to suffer harm. We encourage our staff to be professionally curious about what to look out for as this is vital for the early identification of abuse, neglect and exploitation so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse. Our staff are aware that children may be abused by an adult or adults or by another child or children.

**Physical abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing. Physical abuse is a form of abuse which may involve: hitting; shaking; throwing; poisoning; burning or scalding; drowning; suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (Fabricated Induced Illness).

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction
- a child seeing or hearing the ill-treatment of another
- serious bullying, including cyberbullying
- causing a child to feel frightened or in danger
- exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact: including assault by penetration (for example rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing
- Non-contact activities: such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse
- Online abuse: sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The CSA Centre Child Sexual Abuse Response Pathway is designed to support professionals in identifying and responding to child sexual abuse and to empower them to understand the role they, and their colleagues, play in protecting and supporting children. The Response Pathway sets out how to respond to concerns of child sexual abuse at key points, from first concerns and Family Help safeguarding through to child protection and criminal justice responses. Throughout, it focuses on meeting the needs of children and their families.

### **Mandatory reporting of child sexual abuse**

Under the Crime and Policing Act 2026, a statutory duty requires certain individuals undertaking regulated activity with children, including school staff, to make a report where they are made aware by a child that they have been sexually abused, or where they witness a child being sexually abused. Failure to fulfil this duty without a reasonable excuse may constitute a criminal offence. In accordance with this duty, all staff must immediately report any disclosure or witnessed incident of child sexual abuse to the Designated Safeguarding Lead (DSL). The DSL will ensure that an immediate referral is made to Children's Social

Care and/or the Police, as appropriate, and that all concerns are recorded accurately in line with statutory guidance and local safeguarding procedures. Staff must not promise confidentiality to a child making a disclosure and should always act in the child's best interests to ensure they receive appropriate protection and support.

The mandatory reporting duty sits alongside, and does not replace, existing safeguarding responsibilities. All concerns relating to child sexual abuse or suspected child sex offences must be reported immediately to the Designated Safeguarding Lead (DSL), who will ensure that appropriate referrals are made to Children's Social Care and/or the Police in accordance with statutory guidance and local safeguarding procedures.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. All our staff understand that children can be at risk of abuse or exploitation in situations outside their families. They are aware that extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse including physical, sexual, emotional abuse and stalking), drug taking and/or alcohol misuse, criminal exploitation, child sexual exploitation, serious youth violence, county lines, radicalisation, consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) and can put children in danger.

Staff are aware that extra familial harms can present online, in a child's environment or neighbourhood, school and any place/space that children occupy or access such as:

- Child abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness

- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- FGM and the mandatory reporting duty for teachers
- Forced marriage.

**Child-on-child abuse** - we know that children can cause harm to other children. Our staff understand that it is important to challenge inappropriate behaviours between children that are abusive in nature, and we have clear expectations that incidents are not downplayed or should never be passed off as ‘banter’, ‘just having a laugh’, or ‘boys being boys’, as this can lead to a culture of unacceptable behaviours and unsafe environments for children and young people. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence, sexual harassment which may include misogyny/misandry. More about this is in Part five of Keeping Children Safe in Education
- consensual and non-consensual sharing of nude and semi-nude images and/or videos, including those generated using AI
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The sharing of nude or semi-nude images or videos by children will always be treated as a safeguarding concern. All incidents will be assessed on a case-by-case basis, taking account of the age, developmental stage and circumstances of the children involved, together with any indicators of coercion, exploitation, abuse or vulnerability. The welfare of all children involved, including victims, alleged perpetrators and other affected pupils, will remain central to decision-making.

**Harmful sexual behaviour (HSC)** - We recognise that Harmful Sexual Behaviour (HSB) is a safeguarding and child protection issue that can occur both online and offline. Children's sexual behaviour exists on a continuum from developmentally appropriate and expected behaviours through to inappropriate, problematic, abusive or violent behaviours.

We recognise that HSB may involve children of the same age or different ages and that power imbalances, vulnerability, disability, social status or physical size may influence the nature and impact of the behaviour. Early identification and intervention are essential, as inappropriate behaviours such as sexist language, misogyny or unwanted sexualised behaviour can escalate into more serious forms of abuse, including sexual harassment and sexual violence if left unchallenged.

**Sexual harassment** - We also recognise that sexual harassment is a form of child-on-child abuse and will not be tolerated. Sexual harassment refers to unwanted conduct of a sexual nature and can occur both online and offline, inside and outside of school. Such behaviour can violate a child's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive or sexualised environment. Sexual harassment may include, but is not limited to:

- Sexual comments, remarks, jokes, gestures or taunting.
- Making comments about someone's appearance, body, clothing or sexual activity.
- Using sexualised language or inappropriate sexualised names.
- Deliberate physical contact of a sexual nature, including brushing against another person or interfering with their clothing.
- Displaying, sharing or circulating sexual images, photographs or drawings.
- Upskirting, which is a criminal offence.
- Online sexual harassment, including unwanted sexual comments or messages, sexualised online bullying, sharing unwanted explicit content, sexual coercion, exploitation or threats.
- The consensual or non-consensual creation or sharing of nude or semi-nude images and videos.
- Pressuring, coercing or manipulating others into sharing images of themselves or engaging in online activity that makes them feel uncomfortable.

We recognise that sexual harassment can occur as a standalone incident or as part of a wider pattern of harmful sexual behaviour, and that if left unchallenged it can normalise inappropriate conduct and contribute to a culture in which sexual violence and abuse are more likely to occur. All allegations and concerns relating to sexual harassment will be taken seriously, addressed promptly and managed in line with the school's safeguarding and child protection procedures. The wishes, feelings and lived experience of the child affected will be central to all decision-making, and appropriate support will be provided to both victims and, where appropriate, those displaying the behaviour.

**Sexual violence** - We recognises that sexual violence is also a form of child-on-child abuse and that it can occur both inside and outside of provision, including online. Sexual violence is never acceptable and all reports, disclosures or concerns will be taken seriously and responded to promptly, fairly and in

accordance with statutory safeguarding guidance. Sexual violence includes a range of sexual offences under the Sexual Offences Act 2003, including:

- Rape: intentional penetration of the vagina, anus or mouth of another person with a penis without their consent.
- Assault by Penetration: intentional sexual penetration of the vagina or anus with a part of the body or an object without consent.
- Sexual Assault: intentional sexual touching of another person without their consent. This can include behaviours such as unwanted kissing or intentionally touching another person's breasts, buttocks or genitalia.
- Causing Someone to Engage in Sexual Activity Without Consent: intentionally causing or forcing another person to participate in a sexual activity without their consent. This may include forcing someone to remove clothing, touch themselves sexually or engage in sexual activity with another person.

We recognise that consent is about having the freedom, choice and capacity to agree to a specific sexual activity. Consent may be withdrawn at any time and agreeing to one type of activity does not imply consent to another. A child under the age of 13 can never legally consent to any sexual activity, and the legal age of consent is 16.

We are committed to maintaining a culture where sexual violence is not tolerated, where victims are believed, supported and protected, and where children feel safe to report concerns. All incidents will be managed using a child-centred and trauma-informed approach, with the welfare of the victim as the primary consideration. Appropriate action will be taken to assess and manage risk, support all children involved, and work with parents, carers and external agencies where necessary. Staff will never dismiss sexual violence as banter, part of growing up, or normal behaviour, and will challenge attitudes and behaviours that may contribute to a culture of abuse.

**Child exploitation** - Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

Our staff are aware that there are several types of child exploitation, including, but not limited to:

- **Child Sexual Exploitation (CSE)** - a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise

they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

- **Child Criminal Exploitation (CCE):** Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

**Modern Slavery** - Modern slavery encompasses a range of offences, including human trafficking, slavery, servitude, and forced or compulsory labour. It involves the exploitation of children and adults for a variety of purposes, including sexual exploitation, criminal exploitation (including financial exploitation), forced labour, domestic servitude, forced criminality and the removal of organs. Children may be recruited, transported, transferred, harboured or received for the purpose of exploitation. Exploitation may be committed or facilitated by an individual, an organised criminal network or a gang. Child trafficking and exploitation can occur within the UK as well as across international borders and do not always involve a child being moved over long distances. The National Referral Mechanism (NRM) is the UK framework for identifying and supporting potential victims of modern slavery and human trafficking. All staff should be aware of the indicators that a child may be a victim of exploitation or modern slavery, the support available to victims, and the process for making a referral to the NRM where appropriate. Further information is available in the statutory guidance Modern slavery: how to identify and support victims.

**Domestic abuse** - The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic

abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships. Our staff understand that these experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. Our staff are aware that domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. As an alternative provision, we don't receive Operation Encompass emails directly, but we work closely with DSLs in home schools to receive the necessary information to safeguard child in our care.

**Female Genital Mutilation (FGM)** - Keeping Children Safe in Education explains that FGM includes '*all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.*' FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting,' 'circumcision' or 'initiation.' Our teachers are aware of their mandatory reporting duty and the requirement to immediately contact the Police if they are informed by a girl under 18 that an act of FGM has been carried out on her or observe physical signs which suggest that FGM has taken place. The duty for informing the police does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, teachers know they must report to the DSL who will follow local safeguarding procedures.

**Serious violence** - Serious violence is a significant safeguarding concern that can have a profound impact on a child's safety, wellbeing and future outcomes. It may involve physical assault, carrying, threatening with or using weapons, and can occur in the context of peer conflict, bullying, criminal exploitation or organised violence. Children involved in serious violence may be victims, perpetrators or both. All staff should be alert to the indicators and risk factors associated with serious violence and understand that some children may be at increased risk, including those with disrupted education, repeated suspensions or permanent exclusion, attendance at alternative provision, involvement in offending behaviour or experiences of exploitation. Staff should also be aware that children may be at greater risk at particular times of the school day, for example, when travelling to and from school. We will use the advice provided by the Home Office: Preventing youth violence and gang involvement to inform our approach to serious violence.

Any concerns that a child is carrying or using a weapon, or has expressed an intention to do so, must be reported immediately to the Designated Safeguarding Lead (DSL). The DSL will assess the level of risk to the child and others, taking account of any wider safeguarding information, and will take appropriate action. This may include developing a safety and support plan in conjunction with the home school, implementing measures to reduce conflict, making referrals to Children's Social Care or other agencies, and involving the Police where necessary.

**Prevent and concerns about extremism** – We are aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*" (known as the Prevent duty). The Prevent duty is one of our wider safeguarding obligations. Our DSLs are aware of the revised Prevent duty

guidance: England and Wales (2023) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in (1) or (2).
- **Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, a member of the safeguarding team will work with the home school to consider the level of risk and decide which agency to make a referral to Children's Services or Channel, the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

**Mental health** - Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing mental health or be at risk of developing one. If a staff member has a concern about a child's mental health, no matter the level of the child's emotional difficulties, they must speak to the school's DSL who will evaluate if the child is at risk of immediate harm, and if so, will work with the home school to contribute to any support plan. Our staff know that if a child/young person is at immediate risk, the school will recommend they need to be sent to A&E or dial 999.

## 10

## Safer recruitment

LCE is committed to ensuring that all staff, volunteers and contractors who work with children are safe, suitable and appropriately vetted. Safer recruitment is an essential part of our safeguarding culture and is designed to prevent unsuitable individuals from having access to children or from being placed in positions of trust. All recruitment activity is carried out in line with KCSIE 2026 and LCE's safeguarding policies.

### Commitment to safe practice

LCE will only appoint individuals who are suitable to work with children and reserves the right to refuse employment where there is any reasonable belief that a candidate may pose a risk to children. Safer recruitment applies to all roles within the organisation, including permanent staff, temporary staff, volunteers, contractors and agency workers.

## Recruitment and selection procedures

All applicants must complete the LCE application form in full. A Curriculum Vitae (CV) may be submitted as supplementary information, but a CV alone will never be accepted as the basis for shortlisting or appointment.

## Pre-employment checks

Before any individual is permitted to start work, the following checks must be completed and deemed satisfactory:

- Enhanced DBS check with children's barred list information
- Prohibition from teaching and section 128 checks for senior or other relevant roles
- Two references, including one from the most recent employer
- Right to work and identity checks
- Verification of qualifications essential to the role
- Employment history checks, including resolution of any gaps or anomalies
- Online searches for shortlisted candidates as part of due diligence, focusing on safeguarding or suitability concerns
- Medical fitness declaration to ensure the candidate is fit to carry out the role

No individual may begin unsupervised work with children until all mandatory checks have been completed.

## Volunteers

In line with KCSIE 2026, all volunteers will be subject to the same robust vetting processes as an appointed member of staff.

## Induction

### All new staff receive a safeguarding induction on their first day, including:

- LCE's safeguarding and child protection policy
- reporting procedures
- code of conduct
- whistleblowing procedures
- expectations around professional boundaries

## Probationary period

All appointments are subject to a probationary period, during which suitability for the role is continually assessed. Any concerns arising during probation will be addressed promptly and may result in termination of employment.

## Ongoing suitability

Safer recruitment does not end at appointment. LCE ensures ongoing suitability through:

- annual safeguarding training
- regular supervision and performance monitoring
- prompt action where concerns about conduct or suitability arise
- re-checks of DBS status where appropriate
- maintaining a culture of vigilance and professional curiosity

## Single Central Record (SCR)

LCE maintains a SCR of all recruitment and vetting checks in line with statutory requirements. The SCR is monitored regularly by the DSL and senior leaders to ensure compliance.

## 11

# Allegations and concerns against members of staff

LCE takes all allegations, concerns or disclosures relating to the conduct of staff extremely seriously. Any concern that an adult working for, or on behalf of, LCE may have behaved in a way that is harmful, inappropriate or in breach of professional standards must be reported immediately.

## Reporting allegations

Any allegation or concern about a member of staff must be reported without delay to the safeguarding lead or DSL. If the allegation relates to the safeguarding lead or DSL, it must be reported to the CEO. If the concern or allegation relates to the LCE, the Local Authority Designated Officer (LADO) for the town in which the concern has been raised should be contacted.

## The LADO

### The LADO must be informed where a member of staff has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm
- behaved in a way that raises concerns about their suitability to work with children

### The LADO will advise on next steps, which may include:

- a police investigation
- children's social care involvement
- an internal disciplinary process
- suspension or alternative working arrangements

LCE will follow all advice and instructions from the LADO and cooperate fully with any multi-agency investigation.

### Low-level concerns

A low-level concern is any behaviour by an adult that does not meet the threshold for LADO referral but is inconsistent with the staff code of conduct or professional expectations. This includes:

- inadvertent or thoughtless behaviour
- behaviour that may be considered inappropriate depending on context
- behaviour that could be a precursor to more serious concerns

All low-level concerns must be reported to the DSL, recorded, reviewed and addressed. LCE will:

- investigate low-level concerns promptly
- record outcomes and actions in personnel files
- monitor patterns of behaviour
- take action to support staff to meet expected standards

Low-level concerns form part of a wider safeguarding culture and help identify emerging issues early.

## 12 Early Help and multi-agency working

LCE is committed to identifying emerging needs early and working collaboratively with home schools and external agencies to ensure children receive timely, coordinated support. This approach reflects *KCSIE 2026* and *Working Together to Safeguard Children 2023*.

### Identifying emerging needs

Staff are expected to maintain professional curiosity and recognise early signs that a child may require additional support. Concerns must be shared promptly with the relevant DSL, who will liaise with the home school to determine the most appropriate Early Help response.

### Working with home schools

As safeguarding responsibility for students in alternative provision remains with the home school, LCE will communicate swiftly and agree a course of action with the home school DSL.

### Multi-agency collaboration

Where a child's needs require wider support, LCE will work with home schools and external partners such as Children's Social Care, Early Help teams, health and mental health services, police, youth justice and voluntary organisations. LCE will contribute to assessments, share information appropriately, attend meetings and support coordinated plans to reduce risk and improve outcomes.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education: content; contact; conduct and commerce. With the exception of any overriding safeguarding or medical concern, our environments are considered mobile phone free at all times. Unless the reasonable adjustments already outlined apply, children are required to hand in their phones at the beginning of the day.

Smoothwall is our designated monitoring and filtering software. Our strategic lead for safeguarding is responsible for overseeing annual checks to ensure it is operating effectively to keep children safe. Where our systems identify that children have attempted to search for something inappropriate or concerning, but have been unable to view anything as a result of the filtering systems, this information will be shared with home schools.

LCE is committed to creating a safe, calm and respectful environment where positive relationships and de-escalation strategies prevent situations from escalating. Staff should avoid physical intervention wherever possible. Physical intervention is only ever used as a last resort and only when there is an imminent threat of harm to the child or other people.

This section of the policy is underpinned by the DfE guidance Restrictive interventions, including use of reasonable force in schools which has been operational since 1st April 2026.

Staff may use reasonable force to prevent a child from causing harm to themselves or others, but must never use force as a punishment, to enforce compliance, or to manage behaviour that does not present a risk of injury.

LCE's Position on physical intervention adopts a minimal-force, safety-first approach.

- Physical intervention is not used to manage behaviour, enforce rules, or respond to non-harmful disruption.
- Staff will always prioritise verbal de-escalation, space, time, and relational approaches.
- Physical intervention is only considered when there is an immediate and significant risk of injury to the child or another person.
- Any intervention must be proportionate, necessary, and in the least restrictive manner for the shortest possible time.

#### **Examples of when physical intervention may be necessary**

- To prevent a child from harming themselves
- To prevent a child from harming another person
- To prevent a child from running into immediate danger (e.g., traffic)

- To stop a violent incident where someone is at risk of injury

#### **It is not used for**

- Stopping a child leaving a room or area unless they are running into danger
- Preventing damage to property unless someone is at risk of harm
- Enforcing compliance or obedience
- Low-level disruption, refusal, or non-cooperation

Staff must never use techniques that restrict breathing, cause pain, or involve ground holds.

Any physical intervention must be reported to a DSL who can help to determine the most appropriate next steps and communication.

## **15 Equality statement**

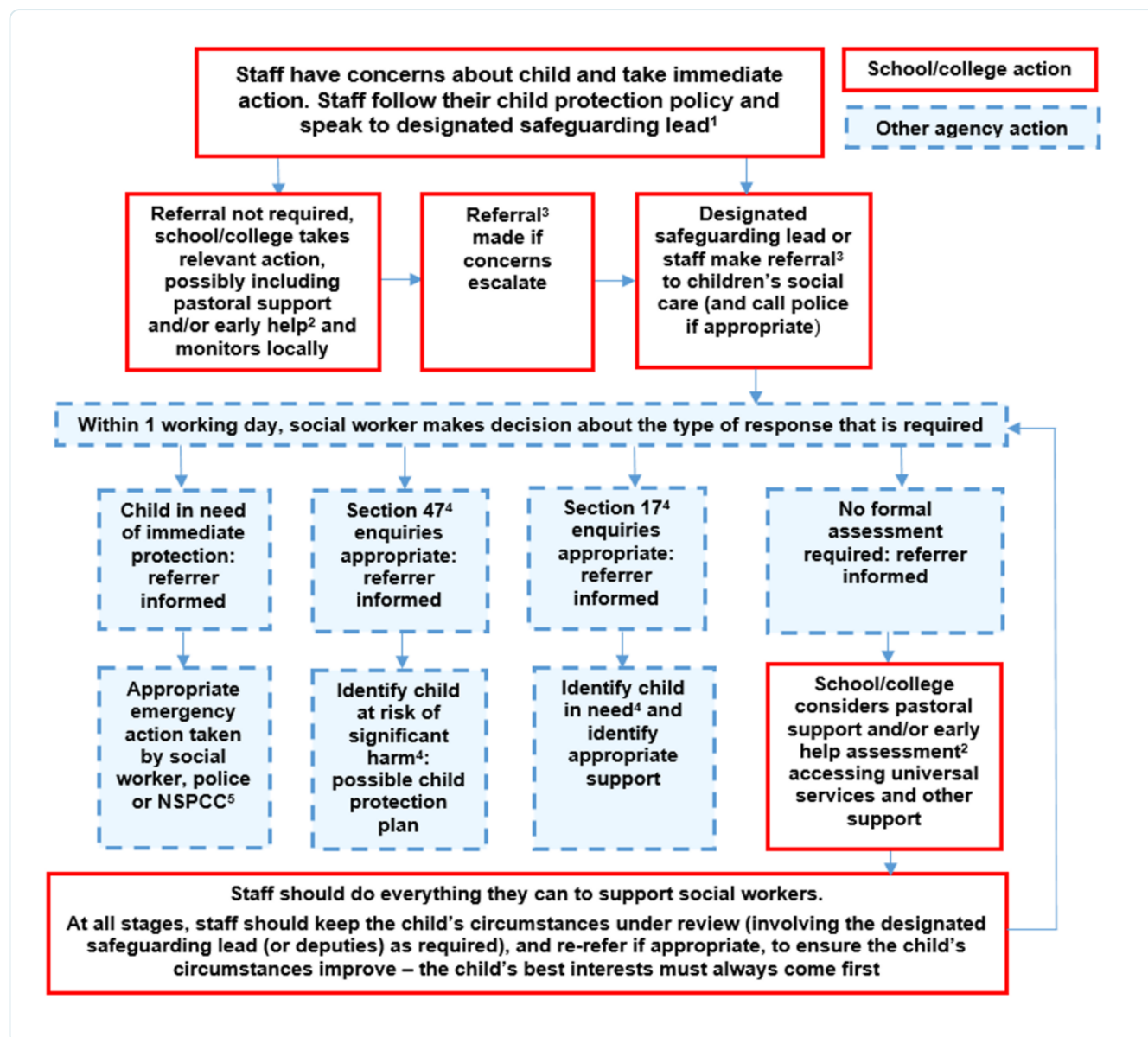
Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Life Changing Education, we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act 2010, we recognise the protected characteristics that may be applicable to our pupils: age; disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation. Although not exhaustive, we also pay close attention to children and young people in any of the following groups who may have additional vulnerabilities, placing them at greater risk: children with special educational needs and disabilities (SEND); children looked after (CLA) or children previously looked after (PLA); children with a social worker; children requiring mental health support; children with medical conditions; children who are LGBT+; children who are questioning their gender.

## **16 Whistleblowing**

LCE promotes a culture of openness where staff feel able to raise concerns about safeguarding, conduct or malpractice. Any member of staff who has a concern that cannot be addressed through normal reporting routes should refer to and follow the LCE Whistleblowing Policy, which provides clear guidance, protection and confidential channels for raising concerns.

## Appendix A: A flowchart setting out the actions taken

Keeping Children Safe in Education (2026) has the following flowchart (Figure 1; Page 24) for staff and Designated Safeguarding Leads to use:



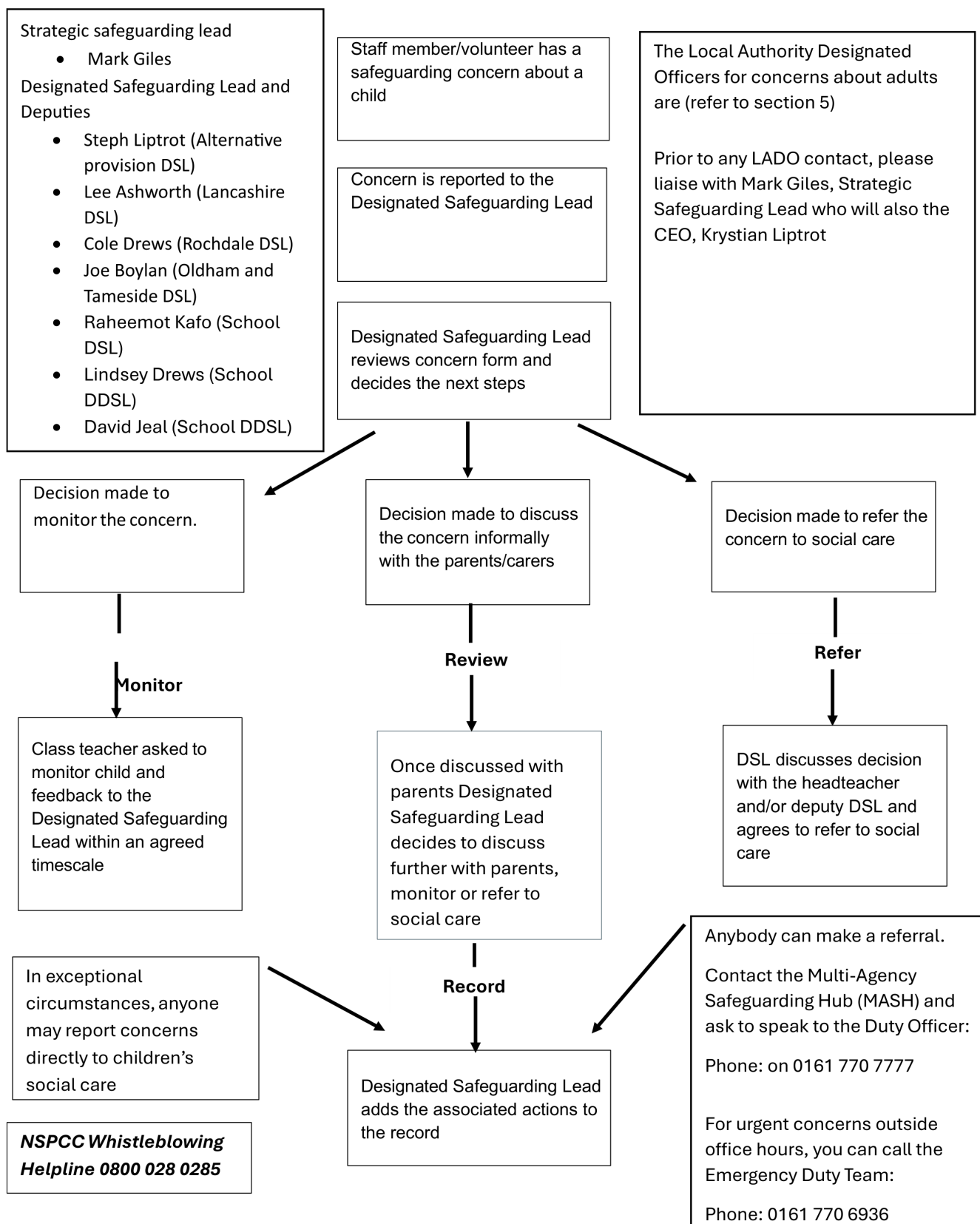
- 1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- 2 Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, an Family Help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
- 3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
- 4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that

a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

- 5 This could include applying for an Emergency Protection Order (EPO).

# B

## Appendix B Flow chart for raising



**Body Maps should be used to document and illustrate visible signs of harm and physical injuries.**

**Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.**

**Do not remove clothing for the purpose of the examination.**

**At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map on the following pages should be used.**

Any concerns should be reported and recorded without delay to the Designated Safeguarding Leads.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

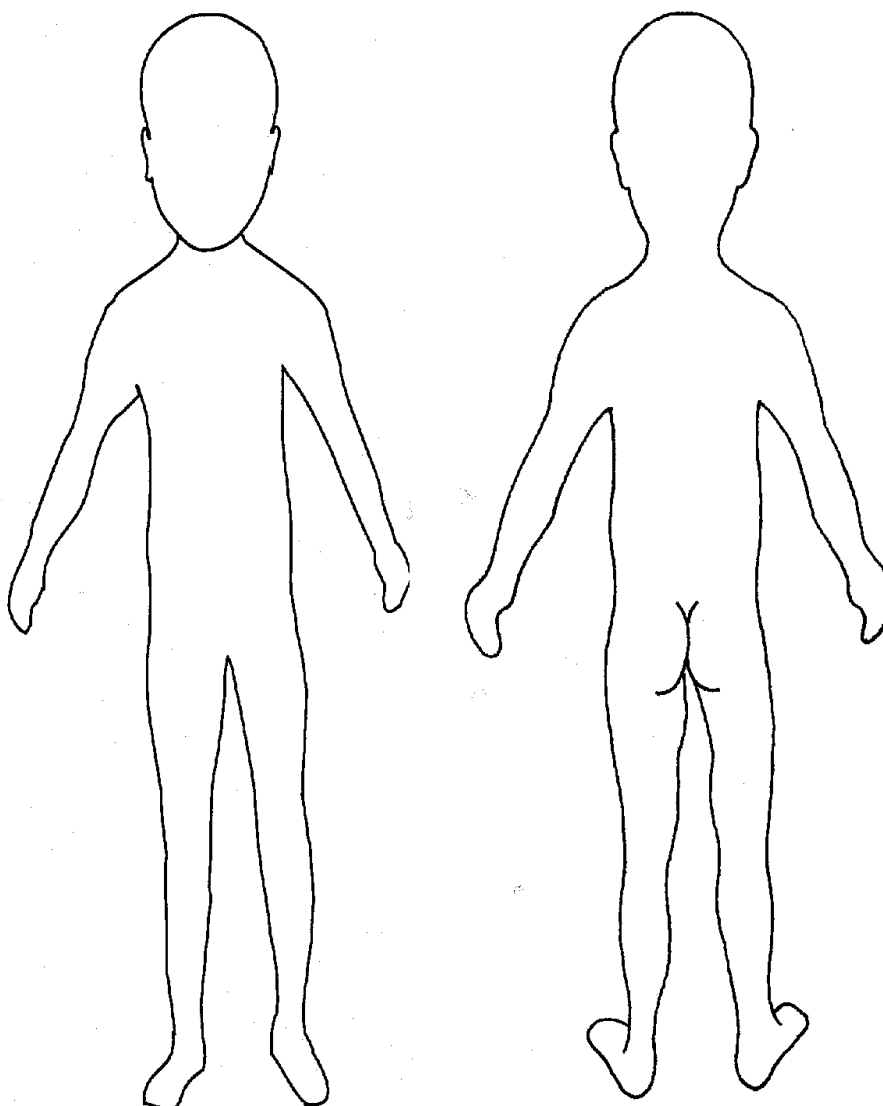
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Has First Aid been provided?
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

The date and time of the recording must be stated as well as the name and designation of the person making the record.

Add any further comments as required.

**(This must be completed at time of observation)**

|                                      |  |                       |  |
|--------------------------------------|--|-----------------------|--|
| <b>Name of Child</b>                 |  | <b>Date of Birth:</b> |  |
| <b>Name of Staff:</b>                |  | <b>Job title:</b>     |  |
| <b>Date and time of observation:</b> |  |                       |  |



|                                                                                                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Child's Name:</b>                                                                                                                                                                                                                                                                   |  |
| <b>Year:</b>                                                                                                                                                                                                                                                                           |  |
| <b>Date and time of incident:</b>                                                                                                                                                                                                                                                      |  |
| <b>Date and time concern recorded:</b>                                                                                                                                                                                                                                                 |  |
| <p><b>Incident: Record the following factually:</b></p> <ul style="list-style-type: none"> <li>● Who:</li> <li>● What – if recording a verbal disclosure by a child, use their word:</li> <li>● Where:</li> <li>● When: (day and time)</li> <li>● Were there any witnesses?</li> </ul> |  |
| <p><b>What is the pupil's account and/or perspective?</b></p>                                                                                                                                                                                                                          |  |
| <p><b>Any other relevant information (distinguish between fact and opinion):</b><br/>         *E.g., previous concerns</p>                                                                                                                                                             |  |
| <p><b>Who have you reported this to?</b></p>                                                                                                                                                                                                                                           |  |
| <p><b>Your name:</b></p> <p><b>Signature:</b></p>                                                                                                                                                                                                                                      |  |

~ Check to make sure your report is clear to someone else reading it ~

**Please pass this form to your Designated Safeguarding Lead.**

## Part 2 – for use by DSL

|                                                                             |                                                                                                                                                                               |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Time and date information received and from whom:</b>                    |                                                                                                                                                                               |
| <b>Any advice sought (if required):</b>                                     | Date, time, name, role, organisation & advice given:                                                                                                                          |
| <b>Action Taken</b><br><br><b>(including rationale for decision making)</b> | Referral to children's social care/monitoring, advice given to appropriate staff or EHA with reasons:<br><br>Note time, date, names, who the information was shared with etc. |
| <b>Parents/carers informed.</b>                                             | Yes/No<br><br>Reasons:                                                                                                                                                        |
| <b>Outcome</b>                                                              | Record names of individuals and agencies who have given information regarding outcome of any referral (if made):                                                              |
| <b>Additional Information</b>                                               | Where can additional information regarding the child/incident be found (e.g. student file, serious incident book etc.)                                                        |
| <b>Has the concern been put on the school's recording system?</b>           | Yes/No<br><br>Why – state reasons:                                                                                                                                            |
| <b>Signed</b>                                                               |                                                                                                                                                                               |
| <b>Print Name</b>                                                           |                                                                                                                                                                               |
| <b>Date</b>                                                                 |                                                                                                                                                                               |

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